



## Hazelwood School District 2022-2023

In order to help us more efficiently partner and support all students and teachers, we ask that you fill out the following information prior to our meeting so we can get a sense of the current state within your district. Feel free to state the current state and plans that may be in place for changing that current state.

### **What is your current status? (These questions have been adapted from the Missouri State Literacy Plan)**

#### **What structures are in place in our schools/district for us to share responsibility for student literacy, numeracy, and social emotional achievement?**

Core instruction is in place and the need for interventions is identified through assessments listed below.

- All schools develop a School Improvement Plan which addresses literacy, numeracy, and social emotional achievement.
- Professional Learning Communities are used to evaluate standards, set, and monitor goals
- Goals are shared by school teams with building administrators and the assistant superintendent of learning
- Schools are working towards using assessment literacy practices to share goals with students to increase their awareness

#### Literacy Structures

- District level professional development focuses on increasing literacy.
- At the building level, professional learning communities (PLCs) meet weekly. Throughout the school year, the ELA curriculum coordinator and ELA curriculum coaches provide professional development through PLC meetings.
- In some elementary buildings, reading specialists support building-wide literacy through professional development in PLC meetings and staff meetings.
- Tier 1/Tier 2 Literacy Structures:
  - In elementary, kindergarten - 2nd grade students have a literacy focused curriculum provided through the Wilson Language Training's Foundations.
  - Each day, kindergarten - 2nd grade students receive 30 minutes of direct instruction designed to build early literacy and minimize deficits.

- Classroom teachers provide tier 2 literacy instruction during small group/guided reading.
- Tier 3 Literacy Structures:
  - For students who qualify for Tier 3 interventions, reading specialists provide push-in or pull-out instruction for students receiving tier 3 reading instruction in grades K-2.
  - Third graders (with IEPs (Individualized Education Program) and without) that qualify for Tier 3 reading receive daily Response to Intervention for 30 minutes.
  - 4th and 5th grade students (with IEPs and without IEPs) receiving tier 3 instruction are supported by Reading Specialists in a replacement course that uses Wilson and Achieve 3000 programs. Special Education services are provided based on the IEP (Individualized Education Program). These classes are co-taught with a General Education teacher and a Special Education teacher.
  - Middle school students who read significantly below grade level are in a Tier 3 replacement course that uses Achieve3000 as a resource. Special Education services are provided based on the IEP. These classes are co-taught with a General Education teacher and a Special Education teacher.
  - Screeners such as Aimsweb Plus, Fastbridge (Special Ed) and Scholastic Reading Inventory (SRI) are used to identify skill gaps. Wilson Reading System is used to support reading deficiencies in students grades 4-8.
  - Fastbridge is additionally used to progress monitor students with IEPs.

#### Numeracy Specific Structures

- All elementary students receive their core instruction through Investigations in Number, Data and Space (INV3).
- INV3 is supported by Redbird Mathematics for grades 3-5.
- Middle school students receive their core instruction through Glencoe Mathematics 6-8, and high school students have stand-alone curricula for Algebra 1, Geometry, and Algebra 2 as well as other math classes.
- We use ALEKS to support tier 1 instruction in middle and high schools.
- All special school district teachers are equipped with their own set of Hazelwood materials and are provided opportunity to receive modified materials.

#### Social Emotional Structures

- The school counselor teaches 1 SEL (Social and Emotional Learning) lesson monthly to each class, providing additional tier 1 instruction.
- Students needing tier 2 SEL support meet in groups with the social worker and counselor.
- Partnerships are in place with Alive and Well StL to train staff on becoming trauma informed and to use this to support students
- Admin and School counselors work with the PBIS Tier 1 and Tier 2 teams to identify students in need of more intense support

- Students are assigned mentors as needed and referred to external counseling
- School counselors meet with students individually and with small groups to address social emotional needs
- School counselors regularly review the D and F list and confer with students to address ways to improve
- Care teams are held as needed and building plans written as needed but the process is inconsistent across all buildings
- Restorative circles are used to work on problem solving protocols
- Classroom teachers provide social emotional lessons once a week during Response to Intervention, Academic Excellence, or Academic Mentoring Lab. Schools use various curricula or teacher-made materials for this.
- Many students also participate in Check-In-Check-Out with other staff members allowing for specialized rewards and point charts.
- Some elementary classroom teachers complete the Aimsweb BESS to screen for who may be at risk for social emotional issues

**How do building/district leaders support literacy, numeracy, and social emotional instruction across the curriculum and for all students?**

- The building leadership teams participate in weekly PLCs and conduct walkthroughs in classrooms to provide feedback to teachers. –
- Building leaders are active parts of the PLC process and help teachers to set appropriate goals for the students
- Leaders monitor assessment data and have individual teachers to discuss the progress of the students
- Leaders meet with classes and discuss the importance of achieving personal goals
- Frequent discussions between ACs and Principals regarding interventions, data, latest research
- Monitoring of the data (data dashboard) and monitoring of interventions implemented with fidelity through walkthroughs and observations, PLC meetings
- Data review meetings with SEL teacher, AC, and SEL EPS (Effective Practice Specialist)

Literacy

- In elementary schools, literacy-focused response to intervention (RTI) is done weekly, if not daily.
- Support varies by secondary building dependent on resources.
- At the district level, the ELA curriculum team supports buildings through walkthrough feedback, data analysis of district assessments, lesson planning, and design of common formative assessments, where allowed.
- District-wide, the ELA curriculum includes unit rationales, grade-level/course-level unit descriptions, and measurable learner objectives.
- The curriculum and district summative assessments are aligned to MLS and DOK levels.
- Each new curriculum write includes cross-curricular activities.
- The Curriculum and Instruction Department has begun resource and PD (Professional Development) integration with social studies and science.

## Numeracy

- Mathematic curriculum coordinator and district mathematics coach push into buildings to support PLCs and classrooms.

## Social Emotional

- The counselor provides strategies for the calming corners in each room.
- The counselor provides lesson materials and support for social emotional RTI lessons.
- Discipline data is reviewed, and meetings are scheduled with the counselor, building leaders, teachers, students, and parents to address social emotional concerns and goals, or building plans are written as needed.

## **What supports are in place to sustain evidence-based practices in literacy, numeracy, and social emotional development?**

- Building leadership teams conduct walkthroughs
- Building leadership teams participate in weekly PLCs- sharing evidence-based practices to support achievement in reading, math, and SEL learning.
- Professional Learning Communities (PLC) are held weekly to discuss, monitor, and evaluate the most effective instructional practices to yield the greatest learning outcomes
- Elementary Professional Learning Communities (PLC) review assessment data and assign students to Rtl groups based on the greatest need
  - Data is reviewed at least every 6 weeks to determine if students can move to the next level of achievement
  - Discussions are in place to also include social skills instruction by the counselors, social workers, and resource teachers
- PLCs, monitoring of the data (data dashboard),
- Critical 6 walkthroughs two times a year, a systematic approach.
- It begins with communicating the expectation to staff, providing professional development and resources, maintaining ongoing support, affirming evidence-based practices in lesson plans and classroom observations, and by including these expectations as a part of our teachers' performance appraisal.
- SEL:
- Support for elementary through HS using SEL Quality Indicators self-reflection cards. Teams have capacity to review what percentage they are implementing with fidelity.  
PBIS practices, tiered fidelity checklist
  - SEL progress monitoring of goals
  - PBIS practices, tiered fidelity checklist

## Literacy

- The use of the Gradual Release Model of instruction is a district expectation.
- Instructional frameworks include vocabulary and word work, explicit comprehension instruction, independent student practice and daily writing.
- District-supported platforms like Galileo, Monthly Benchmark, and USA Test Prep are programs that provide resources such as grade-level appropriate passages and assessment questions.
- Ongoing professional development is offered throughout the school year.

#### Numeracy

- Use of INV3 and Glencoe Mathematics 6-8 & Algebra 1, Geometry and Algebra 2 supported by targeted professional development to support evidence-based practices.

#### Social Emotional

- Teachers have introduced the zones of regulations to all grade level team
- Teachers complete the AimsWeb BESS to identify students at risk and general social emotional areas of concern and those students and areas of concern are targeted and progress monitored.

#### **How does our school/district provide support for all teachers to ensure professional growth in literacy, numeracy, and social emotional development?**

- All teachers participate in district professional development.
- All teachers participate in monthly PD (during staff meeting time), PLCs (weekly), and building early release, receiving PD on essential skills aligned to the building school improvement plan.
- Annually, teachers create professional growth plans, and they are revisited with their evaluator with regard to progress monitoring.
- The district PD budget allows teachers to sign up for their own professional development.
- District tuition reimbursement is offered for staff who wish to pursue additional coursework.
- New teachers work directly with the instructional coach on goals aligned to their PGP and/or district curriculum.
- The instructional coaches support struggling teachers, and other teachers as requested/needed on goals aligned to their PGP and/or district curriculum.
- The administrators conduct walkthroughs and observations on all teachers and provide specific feedback to improve instruction.
- Each of our school's principals are participating in one of the following leadership development models:
  - Transformational Leadership Initiative- Principals and leadership teams are working on developing shared leadership in their buildings to establish a culture of deep learning and shared aspiration among all stakeholders.

- District Continuous Improvement (DCI) - Schools engage in an in-depth implementation and evaluation of integrated academic and behavioral practices and systems (such as PLC's, data driven decision making, assessment literacy, and RTI). Schools participate in professional learning practices with a focus on data driven decision making to improve student performance through professional development, training, and mentoring. DCI supports building internal capacity and expertise to support ongoing, school-based coaching and support for systems and processes. Schools participate in onsite training and coaching from DCI facilitators.
  - Safe and Civil Schools Leadership Project
  - Leadership in Behavior Supports
  - Missouri Leadership Development Systems- Principal's participate in collaborative and practical learning experience that is job-embedded and intensive in nature. Participating principal's will be immersed in a series of professional learning experiences specifically tailored to develop their leadership capacity across multiple domains of leadership, including leadership development, strengthening decision making skills, improving school culture, and initiating effective change.
  - Visible Learning Training through Corwin- Leadership training on Visible Learning Strategies
- Teachers then work through the Data Team model to analyze student work for success and misconceptions and plan effective, targeted instruction for each level of learner.
  - Professional Development through HSD or SSD (Special School District) for new research-based programs and supports
  - Purchased new math materials to supplement the HSD elementary and middle school curriculum
  - SSD provided a summer deep dive PD into the programs and established math cohort groups for every sped math teacher led by the SSD math facilitator; the middle school implementation was also supported by administrator fidelity walks and facilitator observations.
  - Corrective Reading was adopted by one middle school to supplement the HSD curriculum in mod ELA to address the needs of students with Basic
  - Reading goals. The teachers using this supplement initially met with the SSD Literacy Coach for training and to establish student baseline
  - measures. They continue to meet with the facilitator and area coordinator monthly to review student literacy progress.
  - SEL professional development through SSD's PD and coaching support through Effective Practice Specialists, facilitators, and coaches. Planning for re-engaging in SEL cohorts for the upcoming year.
  - High School - Uses evidenced based programming for modified ELA/Math classes and SEB programs

#### Literacy

- ELA teachers are working with the building principal, instructional guide, and coach to review novels/books by grade level and determine the appropriateness of the text for instruction

- ELA teacher received guidance on how to structure lesson plans to include key components
- Literacy-focused professional development is open to all teachers on district professional development days.
- Continual training is offered during PLCs in the area of common formative assessment (CFA) item writing and its alignment to DESE standards.

#### Numeracy

- Math teachers work collaboratively and provide training on using the various resources in USATest prep to support numeracy
- District Professional Development is the primary support.
- All teachers have access to Professional Development Committees in every building in addition to the District Professional Development Committee to gain access to additional professional development

#### Social Emotional

- Teachers have introduced the zones of regulations to all grade level teams
  - additional PD will follow on the importance of recognizing the four zones and strategies to be used for each
- Administrative representative meet to discuss ways to increase instruction from counselors and staff to address social emotional instruction

#### **How do we ensure our written/taught/learned curriculum is aligned to the Missouri Learning Standards expectations?**

- At the beginning of PLC cycles, we determine priority standards to be the focus for the next PLC cycle.
- Building leadership conducts walkthroughs to ensure instruction is aligned to standards.
- Evaluators review Missouri Learning Standards and HSD Curriculum when completing observations and walkthroughs.
- Principals and instructional coaches conduct walkthroughs to ensure instruction is aligned to standards.
- Instructional coaches use targeted walkthroughs (Jim Knight) to provide specific feedback on reading and math instruction. Hazelwood pacing and curriculum are cross referenced within feedback.
- District curriculum research, revisions, writing, and review process ensures that all curriculum is aligned to Missouri Learning Standards.
- As part of the curriculum cycle, we review and update in case of changes in Missouri Learning Standards.
- Curriculum coordinators and district curriculum coaches support teachers in implementing the curriculum by identifying needs based on classroom walkthroughs and providing individualized support, support in PLC's, and targeted professional development.
- District common assessments are created at the appropriate level of rigor as documented by DESE's item specification details for standards.

- IEPs are standards-based, meaning our goals align with the state standards and the data we use in the Present Level connects to the standards.
- SSD has provided PD for our staff on how to write standards-based IEPs. Staff have access to Goal Book which supports writing standards-based goals.
- SEL: The SEL curriculum is tied to both the MLS and the CASEL standards. This is ensured through systematic review of programming.

**What collaborative structures do we have in place to ensure Missouri Learning Standards expectations are the foundation of the written curriculum?**

- Teacher written curriculum is supported by the Curriculum Advisory Committee, Curriculum Diversity Review Committee, and Educator Review.
  - Curriculum Advisory Committee- Reviews new curriculum and provides feedback and suggestions prior to the curriculum going to the Board of Education for approval.
  - Curriculum Diversity Review Committee- Reviews new curriculum and resources using a standardized rubric to determine the cultural responsiveness and sensitivity of the curriculum and resources. Based on this assessment, the committee provides recommendations to increase the cultural responsiveness and sensitivity of the curriculum.
  - Educator Review- Once the curriculum has gone through review and revisions recommended by the Curriculum Advisory Committee and the Curriculum Diversity Review Committee, the curriculum coordinators offer an open session for educators to do a final review of the curriculum to provide feedback and suggestions.
- All teachers have access to the district curriculum, which is directly aligned to the standards.
- Our PLC structure ensures teachers are focusing on essential standards and skills.
- Time is set aside during PLCs to discuss standards being taught and the necessary skills required for each
- Curriculum coordinators and district level coaches support teachers in lesson planning to align with the curriculum.
- Teachers post lesson plans and learning targets.
- SSD staff collaborates with partner district staff regarding curriculum development and professional development activities
- SEL Quality indicators are used to support collaboration.

**What are our processes to write, review, revise and adopt curriculum? How is special education included in this process?**

- Currently we are on a 5-year cycle which includes Implementation, Evaluation, Monitoring and Adjusting, Research, and Internal Review, CAC Review, CDRC Review and Board Presentation. Special Education Teachers and Administrators are eligible to participate in the writing process



- **Curriculum Review, Revision, and Writing Process:**

1. At the request of the Director of Curriculum & Educational Programming, coordinators will chair curriculum committees, which will include teachers (including early childhood, gifted, and special education), librarians, counselors, administrators, parents, patrons, and/or students. Committee members should consist of a majority of professional staff who have attended training on or who have completed extensive study of the use of standards-based instruction and data-driven decision making. The Hazelwood School District Scoring Guide for Pilot Teachers, Trainers, and/or Curriculum Committee Members outlines criteria the professional staff on the committee should meet.
2. Begin curriculum development cycle.
3. Overview best practice, research, and state, as well as national, standards.
4. Examine student performance. Data includes:
  - A. Achievement scores (ACT, Missouri Assessment Program, SAT, Edison)
  - B. Curriculum-based common assessments
  - C. Pre- and post-tests
5. Clarify program needs; compare the obtained results with the desired results.
6. Use the Missouri Department of Elementary and Secondary Education (DESE) Show-Me Standards and Missouri Learning Standards (MLS) as the focus of the curriculum.
7. Identify standards for instructional emphasis and unwrap the standards and Missouri Learning Standards (MLS).
8. Develop a draft of the curriculum map to check for vertical and horizontal curriculum alignment.
9. Review draft curriculum scope and sequence between levels showing progression of skills and content.
10. Complete a curriculum map to check for vertical and horizontal curriculum alignment.
11. Complete scope and sequence showing progression of skills and content.
12. Develop or locate suggested learning activities, instructional strategies, and assessments that align with the Show-Me Standards and Missouri Learning Standards (MLS). Provide for differentiation of instruction and for highly rigorous and relevant learning within each unit.
13. Identify and/or field test instructional materials using the Hazelwood School District Pilot Process.
14. Textbook and resource selection process.
15. Revise suggested learning activities, scope, and sequence, as necessary, based on textbook and resource selection.
16. Write curriculum document including all required elements of the written curriculum.
17. Plan staff development and develop a plan to monitor the curriculum.
18. Evaluate curriculum document for rigor and relevance using Rigor/Relevance Audit document.
19. Evaluate curriculum document for curriculum alignment and assessment literacy strategies.
20. Evaluate the curriculum document for alignment with ACT College and Career Readiness Standards.

21. Complete the Curriculum Guide Analysis Rubric.
22. Share draft curriculum to a sample of HSD educators for review.
23. Hazelwood School District Curriculum Advisory Committee evaluates the curriculum document.
24. Hazelwood School District Curriculum Diversity Review Committee evaluates curriculum document for cultural responsiveness using the Evaluation of Curriculum rubric.
25. Submit scope and sequence, learning targets, and recommended instructional materials to the Hazelwood Board of Education for approval.
26. Approval of curriculum by the Hazelwood School District Board of Education Complete final revision of curriculum guide.
27. Publish curriculum.
28. Purchase and manage the distribution of instructional materials.
29. In the future, SSD staff will be members of the curriculum writing committee. Area Coordinators have been asked to research various programs in collaboration with Hazelwood Administration
30. SEL: We are trying to move toward a county-wide tiered system. The current state is school by school.

**How do we ensure instruction within the comprehensive literacy, numeracy and social emotional curriculum meets the needs of each student?**

- Teachers work with small groups and individually with students.
- RTI time provides additional time for teachers to work with students on their individual needs.
- Provide profile sheets of each student with an IEP to every team member; co-teaching; co-planning; therapeutic teacher and social worker
- Fastbridge assessments for students with IEPs
- Support of classroom observations noting implementation of universals as well as student response to instruction within given setting. Individualized IEP goals, collaboration with colleagues, student data folders using the CLS model

**Literacy**

- We benchmark students and monitor student progress using districts provided and building assessments for ELA, such as Aimsweb.
- PLC's meet to discuss student progress based on specific data points and student learning objectives (SLOs).
- In middle school, Academic Excellence (AE) is used to assign students to specific classes for remediation/enrichment.
- In high school remediation and enrichment courses are offered to students.
- Reading specialists and some middle school ELA teachers support Tier 3 instruction using the Wilson Reading System for intensive

reading instruction.

- Co-taught classes with SSD, and RTI structures in some buildings are all used to ensure comprehensive literacy instruction.

#### Numeracy

- Teachers and administrators use district and building assessments to monitor student progress in math.
- Mathematic curriculum coordinator and district mathematics coach push into building to support PLCs and classrooms.
- At the elementary level, all schools received Job-embedded instructional support in addition to planning support in PLCs.

#### Social Emotional

- The social worker, home school communicator, and school counselor meet with groups or individual students who need extra SEL instruction.

#### **How do we select quality resources and provide teachers with the training to implement them effectively? How are Special education teachers included in this process?**

- Resources that support the curriculum are reviewed and selected by a committee of stakeholders.
- In the process of choosing materials, resources may be piloted in classrooms. Teachers and students are then surveyed about the resources to be chosen.
- With new curriculum roll-outs, teachers are trained on the implementation of these resources in the classroom.
- Often the "train the trainer" model is used to develop teacher leaders and build capacity.
- Teachers are supported throughout the school year in implementing resources by the curriculum coordinators and district curriculum coaches.
- Teachers new to the district and curriculum are provided training in their onboarding process.
- Buildings choosing supplemental resources aligned with the district curriculum should follow the process outlined below:
  - Resources used must be research based and vetted by the leadership team.
  - Resources should be aligned to the district curriculum.
  - Teachers receive training and materials prior to implementation and have time to plan with the instructional coach.
- Special education teachers are included in all teacher professional development around resources.
- SSD Instructional Facilitators and Effective Practice Specialist assist with selecting quality resources and training. These types of training are provided to both SSD and HSD.
- For the SEL programming this is done through progress monitoring and data teams.

## How have we developed an effective and coherent assessment system in our classrooms/buildings/district?

- Teachers follow the district's assessment calendar for all mandatory assessments.
- Classroom teachers develop common assessments under the guidance and direction of the building administrators.
- District level benchmark and unit assessments help to guide curriculum and inform instruction.
- District benchmarks measure progress toward the state accountability assessments by including every learning expectation during each administration.
- This data is used to align and adjust curriculum as well as provide schools with an idea of their progress towards the state assessment.
- Frequency of district benchmarks vary based on level and content area.
  - Elementary
    - Math and ELA benchmarks for state assessments given monthly to grades 2-5.
    - Shaywitz screener given once a year to grades 1-3 for the purpose of identifying risk for dyslexia
    - AimsWeb Plus administered 2 times a year in grades K-3 for the purpose of identifying risk for dyslexia
    - Scholastic Reading Inventory given twice a year to determine need for reading intervention
  - Middle School
    - Math benchmark for state assessment given 3 times a year for grades 6-8
    - ELA benchmark for state assessment given 2 times a year for grades 6-8
    - Scholastic Reading Inventory given twice a year to 6th-8th graders determine need for reading intervention
  - High School
    - ELA benchmark for state assessment given to 9th and 10th graders 2 times a year
    - Math benchmark for state assessment given to Algebra 1 students 2 times a year
    - Scholastic Reading Inventory given twice a year to 9th-11th graders determine the need for reading intervention
- Both ELA and math include curricular unit tests for all grade levels that teachers are required to administer.
- All curricular unit assessments and benchmarks for the purpose of monitoring progress toward state standards are aligned to the Missouri Learning Standards.
- Curricular unit assessments are used to fine tune instruction and to monitor progress through the scope and sequence.
- Progress monitoring of students with IEPs is in alignment with IEP goals (FastBridge is aligned to student growth). Hazelwood students receiving special education services participate in all Hazelwood Assessments unless otherwise denoted in their IEP.
- Common formative assessments are created through collaboration with general education and special education staff through PLC meetings/grade level team meetings. At the high school level, Program assessments are used in modified ELA settings and all students complete various transition assessments

### **How do we use ongoing classroom formative and summative assessments, district benchmarks and state-required assessments?**

- Each fall, the PLC teams analyze MAP data, specifically the skills we had success and struggle with.
- Subject area teams determine which units/skills will be addressed each quarter.
- Formative assessments are designed based off of the pretest data (when available) and based on anecdotal observations.
- District benchmark assessment data is used to determine how students are progressing toward meeting the standard
- Formative and Summative assessments are used at the building and classroom levels to inform instruction.
- Teachers reflect on skills and content already covered to determine instructional effectiveness
- Data is discussed during subject area PLCs with the goal of exceeding the average district's score on each assessment.
- Teachers and admin look at grade level, individual teacher, and individual class performance and discuss instructional strategies used and determine the effectiveness.
- District benchmarks and state assessments are used at all levels to alter/adjust curriculum.
  
- For students with IEPs Fastbridge, DRA, SRI, eValue data on a quarterly basis at a minimum. MAP data is discussed when the results come back, and plans are put in place based on deficits.
- We use the information to guide our IEP conversations from which teams formulate goals and services.
- High School -- USA Test Prep, content-based assessments in Galileo, practice EOCs in content specific areas

### **Literacy**

- Ongoing data teams and PLCs analyze data to drive instructional practices, to identify building priority standards and trends in data.
- The ELA curriculum team is currently working with the ELA curriculum committee to make District priority standards with the new curriculum revisions.
- District assessments are used to determine tiered supports.
- We use district benchmark assessments to determine the level of support teachers/buildings may need from the curriculum and instruction department.

### **How do we determine which assessments to use in our classrooms/ buildings/district?**

- District-level benchmarks are determined by district level administration.
- District unit assessments and benchmarks are compulsory.
- Each curriculum adoption and the benchmarks are determined by the curriculum coordinators in conjunction with coaches and feedback from teachers.
- District-level summative assessments are developed with state-required expectations in mind.

- Building level assessments are determined at the building level.
- Subject area/Grade Level teams review the district assessment calendar, curriculum expectations, Missouri Blueprints, and use this information to prioritize instruction and the assessments to be used
- We administer supplemental assessments, such as AIMSweb and DRA, to provide additional data on student performance. We do this to determine student reading level, progress monitor, etc.
- IEP teams design goals, they determine how they will be measured; case managers then progress monitor based on the goal. SSD mandates FAST Bridge
- Hazelwood requires specific assessments at certain grade levels or by building (i.e., SRI, eValueate, USA Test Prep, Galileo), the state mandates MAP or Alternate MAP testing. Transition Assessments at the high school level

**How do we help all educators become assessment literate?**

- Currently, we are retraining leadership on Assessment Literacy/Developing Assessment Capable Learners.
- Different schools are in different spots on reteaching the strategies to their teachers.
- Through SSD data teams, FAST Bridge benchmark and progress monitor training and refreshers, we partner with HSD at their PLC meetings and use the assessment data on SIS to inform our goal writing and progress monitoring

**How do our programs and practices engage families/partners in literacy, numeracy, and social emotional development?**

- The District and schools hold family night events, communicate with families using Class Dojo, and posts to social media to engage families.
- Teachers contact families regarding their child’s progress.
- Kindergarten Round Up is held each year to introduce curriculum to parents.
- HAZ-Pac; IEP family engagement surveys; PEDAs (Parent Education and Diversity Awareness) (SSD’s Parent Education & Diversity Awareness); ongoing communication with families (such as: dojo, email, phone calls, check-in/checkout, daily sheets, etc.)
- SSD SEL: Current state in HSD is school-by-school. Examples include collaborative Kid Connect meetings, family meetings, reporting progress, sharing resources

Literacy

- Elementary teachers communicate each student’s reading level with families as well as appropriate books and reading skills families can work on at home.
- Personal conversations with parents of students who are in Tier 3 reading classes to help them understand Lexile and MAP performance indicators.
- In some buildings, Scholastic Reading Inventory (SRI) test results are shared with parents during conferences which include Lexile levels and specific books students can check-out from the school or public library and purchase from schoolbook fairs.
- Family Literacy Nights are offered throughout the district.
- The Foundations curriculum has a parent support part of their program, so parents can help their child with foundational skills at home.

#### Numeracy

- Our math program, Investigations, includes an online component. It encourages students and their families to learn and practice numeracy skills through models, manipulatives, and games.
- All mathematics curricula have ongoing Parent Letters and Home Activities as well as provide electronics access to families.
- Additionally, mathematics specific Parent University sessions, which are conducted by teacher leaders, may be requested by buildings

#### Social Emotional

- A couple schools participate in the Homeworks! home visit program in which we provide families resources for working with their child from home (funded by building Title I funds).
- Families are encouraged to become an active member of the decision-making group when we create Check-in/Check-Out point sheets, building plans, SSD referrals, and outside counseling agencies.

#### Definitions:

**Reading/Literacy Tier One:** Core should include: Academic language (vocabulary; inferencing; narrative language); Phonemic Awareness (K-2 until mastered); Phonics; (including advanced phonics); Sightwords; reading connective text (accuracy, fluency, comprehension); Comprehension skills should include activating prior knowledge, predicting, questioning, clarifying or questioning and monitoring; inferencing; retelling and summarizing; identifying and using organizational text structure and encoding of how language works.

Assessments: universal screenings to see who may be at risk and monitor progress on grade level -differentiated instruction based on results; benchmarking suggested at least 3 times per year.

**Reading/Literacy Tier Two:** Provide intensive, systematic instruction on **up to three foundational reading skills** in small groups to students who score below the benchmark on universal screening. Typically, these groups meet between three and five times a week for 20–40 minutes Should be extremely focused on explicit instruction of foundational skills  
 Assessment: progress monitor at least monthly to determine progress and need

**Reading/Literacy Tier Three:** Provide **intensive instruction daily that promotes the development of various components of reading proficiency to students** who show minimal progress after reasonable time in tier 2 small group instruction (**increase frequency or intensity from tier 2**)

Assessment: progress monitor weekly

**Reading/Literacy/Writing**

**Goal: Students are to demonstrate increased awareness and competence in the areas of literacy and writing.**

Grade:	Priority Standards	Tier One (Universals/Core)	Tier Two (Intervention)	Tier Three (Remediation)
K	ELA Priority standards vary by building based on student needs.	ELA <b>Setting:</b> Classroom (Large Group and small group, may include Guided Reading)  <b>Resources:</b> Whole Group Books, Classroom libraries Zaner-Bloser Strategies for Writers, Foundations Level K Kit,	ELA <b>Setting:</b> Classroom/ RTI (Guided Reading/Interventionist small groups)  <b>Resources: Guided</b> Reading Resources; Foundations Intervention  <b>Assessments:</b> Same as Tier 1	<b>Setting:</b> Small Group and push in or pull out with Rdg Spec./RTI  <b>Resources: Guided</b> Reading Resources; Foundations  <b>Assessments:</b> Progress Monitoring: SRI, Aimsweb



		<p>supplemental materials based on building</p> <p><b>Assessments:</b> AimswestPlus; Foundations (5 units). District Writing Prompts (Units 3 and 4); additional building determined CFA's</p>	<p><b>Setting:</b> General Ed./Resource</p> <p><b>Resources:</b> SIPPs, Foundations</p> <p><b>Assessments:</b> Phonics for Reading level assessment, Fastbridge, SIPPS level assessment, Foundation level assessment</p>	<p><b>Setting:</b> low incidence/self-contained classes</p> <p><b>Resources:</b> ELSB- Early Literacy Skill Builders ERSB- Early Reading Skill Builders Unique Learning System</p> <p><b>Assessments:</b> ELSB level assessment, ERSB level assessment, ELASC, Fastbridge, Unique level assessment</p> <p><b>Setting:</b> Cross-Categorical (self-contained)</p> <p><b>Resources:</b> SIPPs (Systematic Instruction in Phonemic Awareness and Sight Words, Unique Learning System)</p> <p><b>Assessments:</b> SIPPs level assessments; Fastbridge, Unique level assessment</p>
1		<p>ELA</p> <p><b>Setting:</b> Classroom (Large group and small group, may include guided reading)</p>	<p>ELA</p> <p><b>Setting:</b> Classroom/ RTI (Guided Reading/Interventionist small groups)</p>	<p>ELA</p> <p><b>Setting:</b> Small Group and push in or pull out with Rdg Spec./RTI</p>

		<p><b>Resources:</b> Whole Group Books, Classroom libraries; Zaner-Bloser Strategies for Writers; Foundations Level 1 Kit; supplemental resources based on building</p> <p><b>Assessments:</b> AimswebPlus; Shaywitz Screener; Foundations (14 units). District Reading and Writing Assessments (Units 1-4); additional building determined CFA's</p>	<p><b>Resources:</b> Guided Reading Resources; Foundations Intervention Assessments: Same as Tier 1</p> <p><b>Setting: General</b> Ed./Resource</p> <p><b>Resources:</b> SIPPS- Systematic Instruction in Phoneme Awareness, Phonics and Sight Words, Foundation</p> <p>Assessments: SIPPS level assessments, Fastbridge</p>	<p><b>Resources:</b> Guided Reading Resources; Foundations Assessments: Progress Monitoring</p> <p><b>Setting:</b> low incidence/self-contained classes</p> <p><b>Resources:</b> ELSB- Early Literacy Skill Builders ERSB- Early Reading Skill Builders, Unique Learning System</p> <p><b>Assessments:</b> ELSB level assessment, ERSB level assessment, ELASC, Fastbridge, Unique level assessment</p> <p><b>Setting: Cross-</b> categorical(self-contained)</p> <p><b>Resources:</b> SIPPs (Systematic Instruction in Phonemic Awareness and Sight Words)</p> <p><b>Assessments:</b> SIPPs level assessments, Fastbridge</p>
2	ELA Priority standards vary by building based on student needs.	ELA <b>Setting:</b> Classroom (Large group and small group, may include guided reading)	ELA <b>Setting:</b> Classroom/ RTI (Guided Reading/ small groups)	ELA <b>Setting:</b> Small Group and push in or pull out with Rdg Spec./RTI

		<p><b>Resources:</b> Whole Group Books, Classroom libraries, Zaner-Bloser Strategies for Writers, Foundations Level 1 Kit, supplemental resources based on building</p> <p><b>Assessments:</b> AimswebPlus; Shaywitz Screener; Foundations (14 units). District Reading and Writing Assessments (Units 1-4); Monthly benchmark (eValuate); SRI; additional building determined CFA's</p>	<p><b>Resources: Guided Reading Resources;</b> Foundations Intervention</p> <p><b>Assessments:</b> Same as Tier 1</p> <p><b>Setting:</b> General Ed/Resource</p> <p><b>Resources:</b> SIPPS- Systematic Instruction in Phoneme Awareness, Phonics and Sight Words, Foundation, PALS</p> <p><b>Assessments:</b> SIPPS level assessments, Fastbridge, Foundation level assessment</p>	<p><b>Resources:</b> Guided Reading Resources; Foundations</p> <p><b>Assessments:</b> Progress Monitoring</p> <p><b>Setting:</b> Cross-categorical (self-contained)</p> <p><b>Resources:</b> SIPPS- Systematic Instruction in Phonemic Awareness and Sight Words Failure Free Reading (FFR)- non-phonoc based program, Unique Learning System</p> <p><b>Assessments:</b> SIPPS level assessment, FFR level assessments, Fastbridge, Unique level assessment</p> <p><b>Setting</b> Specialized Programs</p> <p><b>Resources:</b> EL SB- Early Literacy Skill Builders ERSB- Early Reading Skill Builders, Unique Learning System</p> <p><b>Assessments:</b></p>
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				ELSB level assessment, ERSB level assessment, ELASC, Fastbridge, Unique level assessment
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3	<p>ELA Priority standards vary by building based on student needs.</p>	<p>ELA <b>Setting:</b> Classroom (Large group and small group, may include guided reading)</p> <p><b>Resources:</b> Novels, Classroom libraries, Zaner-Bloser Strategies for Writers, supplemental resources based on building</p> <p><b>Assessments:</b> AimswebPlus; Shaywitz Screener; District Reading and Writing Assessments (Units 1-4). Scholastic Reading Inventory (SRI). Monthly Benchmark (eValueate); State Assessments, additional building determined CFA's</p>	<p>ELA: <b>Setting:</b> Classroom/ RTI (Guided Reading/ small groups)</p> <p><b>Resources:</b> Supplemental resources based on building</p> <p><b>Assessments:</b> AimswebPlus; Shaywitz Screener; District Reading and Writing Assessments (Units 1-4). Scholastic Reading Inventory (SRI). Monthly Benchmark (eValueate); State Assessments; additional building determined CFA's</p> <p><b>Setting:</b> General Ed/Resource</p> <p>Resources: Wilson, SIPPS</p> <p><b>Assessments:</b> Wilson level assessment, SIPPS level assessment, Fastbridge</p>	<p><b>Setting:</b> Small group/RTI with Reading Specialist</p> <p><b>Resources:</b> Willson Reading Systems</p> <p><b>Assessment:</b> AimswebPlus; Shaywitz Screener; District Reading and Writing Assessments (Units 1-4). Scholastic Reading Inventory (SRI). Monthly Benchmark (eValueate); State Assessments</p> <p><b>Setting:</b> low incidence/self-contained classes</p> <p><b>Resources:</b> ELSB- Early Literacy Skill Builders ERSB- Early Reading Skill Builders Failure Free Reading, SIPPS</p> <p><b>Assessments:</b> ELSB level assessment, ERSB level assessment, ELASC, FFR Level Assessment, Fastbridge, SIPPS assessment</p>
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4	<p>ELA Priority standards vary by building based on student needs.</p>	<p>ELA <b>Setting:</b> Classroom (Large group and small group, may include guided reading)</p> <p><b>Resources:</b> Novels, Classroom libraries, Zaner-Bloser Strategies for Writers, supplemental resources based on building</p> <p><b>Assessments:</b> District Reading and Writing Assessments (Units 1-4) Scholastic Reading Inventory (SRI) Monthly Benchmark (eValueate); State Assessments, additional building determined CFA's</p>	<p>ELA <b>Setting:</b> Classroom/ RTI (Guided Reading/ small groups)</p> <p><b>Resources:</b> Supplemental resources based on building</p> <p><b>Assessments:</b> District Reading and Writing Assessments (Units 1-4) Scholastic Reading Inventory (SRI) Monthly Benchmark (eValueate); State Assessments; additional building determined CFA's</p> <p><b>Setting:</b> General ED/Resource</p> <p><b>Resources:</b> Wilson, SIPPS, Corrective Reading, REWARDS Assessments: Wilson level assessment, SIPPS level assessment, Fastbridge</p>	<p>ELA <b>Setting:</b> Replacement ELA Tier 3 Class/RTI</p> <p><b>Resources:</b> Achieve, Wilson Reading Systems Assessments: Achieve Level Sets, Scholastic Reading Inventory</p> <p><b>Setting:</b> SSD low incidence/self-contained classes</p> <p><b>Resources:</b> ELSB- Early Literacy Skill Builders ERSB- Early Reading Skill Builders Failure Free Reading</p> <p><b>Assessments:</b> ELSB level assessment, ERSB level assessment, ELASC, FFR level assessment, Fastbridge</p>
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5	<p>ELA Priority standards vary by building based on student needs.</p>	<p>ELA <b>Setting:</b> Classroom (Large group and small group, may include guided reading)  <b>Resources:</b> Novels, Classroom libraries, Zaner-Bloser Strategies for Writers, supplemental resources based on building  <b>Assessments:</b> District Reading and Writing Assessments (Units 1-4) Scholastic Reading Inventory (SRI) Monthly Benchmark (eValueate); State Assessments, additional building determined CFA's</p>	<p>ELA <b>Setting:</b> Classroom/ RTI (Guided Reading/ small groups)  <b>Resources:</b> Supplemental resources based on building  <b>Assessments:</b> District Reading and Writing Assessments (Units 1-4) Scholastic Reading Inventory (SRI) Monthly Benchmark (eValueate); State Assessments; additional building determined CFA's  <b>Setting:</b> General ED/Resource  <b>Resources:</b> Wilson, SIPPS, Corrective Reading, REWARDS Assessments: Wilson level assessment, SIPPS level assessment, Fastbridge</p>	<p>ELA <b>Setting:</b> Replacement ELA Tier 3 Class/RTI  <b>Resources:</b> Achieve, Wilson Reading Systems Assessments: Achieve Level Sets, Scholastic Reading Inventory  <b>Setting:</b> SSD low incidence/self-contained classes  <b>Resources:</b> ELSB- Early Literacy Skill Builders ERSB- Early Reading Skill Builders Failure Free Reading, Attainment  <b>Assessments:</b> ELSB level assessment, ERSB level assessment, ELASC, FFR level assessment, Fastbridge, Attainment level assessment</p>
6	ELA	<p>ELA <b>Setting:</b> Large Group</p>	<p>ELA <b>Resources:</b> Tier 2 Intervention Curriculum</p>	<p>ELA <b>Setting:</b> Core ELA Tier 3 replacement course</p>

	<p>Priority standards vary by building based on student needs.</p>	<p>Resources: District provided novels; Zaner-Bloser Strategies for Writers, supplemental materials based on building</p> <p><b>Assessments:</b> District Reading and Writing Assessments (Units 1-4) Scholastic Reading Inventory (SRI) Benchmark (twice a year); additional building determined CFA's</p>	<p><b>Assessments:</b> District Reading and Writing Assessments (Units 1-4) Scholastic Reading Inventory (SRI) Benchmark (twice a year); additional building determined CFA's</p> <p><b>Setting:</b> General Education Co-Taught</p> <p><b>Resources:</b> Adaptations and modifications utilizing high yield strategies; co-planning lessons-specially designed instruction;</p> <p><b>Assessments:</b> SRI, FastBridge, Galileo</p>	<p>Resources: Achieve3000, Wilson Reading Systems</p> <p><b>Assessments:</b> Scholastic Reading Inventory (SRI) Benchmark (twice a year) Achieve3000 LevelSet</p> <p><b>Setting:</b> General Ed - tier 3 ELA - Achieve 3000; Modified and Self-Contained</p> <p><b>Resources:</b> Corrective Reading; Attainment and Unique Learning Systems; Language! Wilson; Readworks</p> <p><b>Assessments:</b> SRI, FastBridge, Achieve 3000; ELASC</p>
7	<p>ELA Priority standards vary by building based on student needs.</p>	<p>ELA <b>Setting:</b> Large Group</p> <p><b>Resources:</b> District provided novels; Zaner-Bloser Strategies for Writers. supplemental materials based on building</p>	<p>ELA <b>Setting:</b> Academic Excellence</p> <p><b>Resources:</b> Tier 2 Intervention Curriculum</p>	<p>ELA <b>Setting:</b> Core ELA Tier 3 replacement course</p> <p><b>Resources:</b> Achieve3000, Wilson Reading Systems</p> <p><b>Assessments:</b></p>



		<p><b>Assessments:</b> District Reading and Writing Assessments (Units 1-4) Scholastic Reading Inventory (SRI) Benchmark (twice a year), additional building determined CFA's</p>	<p><b>Assessments:</b> District Reading and Writing Assessments (Units 1-4) Scholastic Reading Inventory (SRI) Benchmark (twice a year); additional building determined CFA's</p> <p><b>Setting:</b> General Ed - tier 3 ELA - Achieve 3000; Modified and Self-Contained</p> <p><b>Resources:</b> Corrective Reading; Attainment and Unique Learning Systems; Language! Wilson; Readworks</p> <p><b>Assessments:</b> SRI, FastBridge, Achieve 3000; ELASC</p>	<p>Scholastic Reading Inventory (SRI) Benchmark (twice a year) Achieve3000 LevelSet</p> <p><b>Setting:</b> General Ed - tier 3 ELA - Achieve 3000; Modified and Self-Contained</p> <p><b>Resources: Corrective Reading); Attainment and Unique Learning Systems; Leveled Readers; Language! ; Wilson (supplemental AE)</b></p> <p><b>Assessments:</b> SRI, FastBridge, Achieve 3000; ELASC</p>
8	<p>ELA Priority standards vary by building based on student needs.</p>	<p>ELA <b>Setting:</b> Large Group</p> <p><b>Resources:</b> District provided novels; Zaner-Bloser Strategies for Writers. supplemental materials based on building</p>	<p>ELA <b>Setting: Academic Excellence</b></p> <p><b>Resources:</b> Tier 2 Intervention Curriculum</p> <p><b>Assessments:</b> District Reading and Writing Assessments (Units 1-4)</p>	<p>ELA <b>Setting:</b> Core ELA Tier 3 replacement course</p> <p><b>Resources:</b> Achieve3000, Wilson Reading Systems</p> <p><b>Assessments:</b></p>

		<p><b>Assessments:</b> District Reading and Writing Assessments (Units 1-4) Scholastic Reading Inventory (SRI) Benchmark (twice a year), additional building determined CFA's</p>	<p>Scholastic Reading Inventory (SRI) Benchmark (twice a year); additional building determined CFA's</p> <p><b>Setting:</b> General Education Co-Taught</p> <p><b>Resources:</b> Adaptations and modifications utilizing high yield strategies; co-planning lessons-specially designed instruction; PLCs; grade level meetings</p> <p><b>Assessments:</b> SRI, FastBridge, Galileo</p>	<p>Scholastic Reading Inventory (SRI) Benchmark (twice a year) Achieve3000 LevelSet</p> <p><b>Setting:</b> General Ed - tier 3 ELA -</p> <p><b>Resources:</b> Achieve 3000; Modified and Self-Contained</p> <p><b>Resources: Corrective</b> Reading; Attainment and Unique Learning Systems; Leveled Readers; Language!); Wilson</p> <p><b>Assessments:</b> SRI, FastBridge, Achieve 3000; ELASC</p>
9	<p>ELA Priority standards vary by building based on student needs.</p>	<p>ELA <b>Setting:</b> Large Group</p> <p><b>Resources:</b> Language of Literature; Various Novels, supplemental materials based on building</p> <p><b>Assessments:</b></p>	<p>ELA None</p> <p><b>Setting:</b> Co-taught (general education setting), English Skills class (Achieve 3000)</p> <p><b>Resources:</b> Adaptations &amp; modifications utilizing high yield strategies;</p>	<p>ELA <b>Setting:</b> Additional Course - English Skills 1 (9th), <b>Resources:</b> Achieve3000, Novels, Language Live! <b>Assessments:</b> Achieve3000 LevelSet, Scholastic Reading Inventory (SRI)</p>

		<p>District Reading and Writing Assessments (Units 1-4) Scholastic Reading Inventory (SRI) Benchmark (twice a year), additional building determined CFA's</p> <p><i>*More challenging experiences are offered in Honors and AP courses</i></p>	<p>collaborative planning of specially designed lessons, PLCs, GoalBook</p> <p><b>Assessments:</b> Fastbridge, Achieve 3000, SRI, Galileo, USA Test Prep</p>	<p><b>Setting:</b> Modified Essential Skills</p> <p><b>Resources:</b> Unique Learning Systems, Language! Program, GoalBook</p> <p><b>Assessments:</b> SRI, Galileo, USA Test Prep, Language! Fastbridge</p>
10	<p>ELA Priority standards vary by building based on student needs.</p>	<p>ELA <b>Setting:</b> Large Group*</p> <p><b>Resources:</b> Language of Literature; Various Novels, supplemental materials based on building</p> <p><b>Assessments:</b> District Reading and Writing Assessments (Units 1-4) Scholastic Reading Inventory (SRI) Benchmark (twice a year), additional building determined CFA's, State Assessments</p> <p><i>*More challenging experiences are offered in Honors and AP courses.</i></p>	<p>ELA None</p>	<p>ELA <b>Setting:</b> Additional Course - English Skills 2 (10th)  English Skills 3 (11<sup>th</sup>) English Elective (12<sup>th</sup>)</p> <p><b>Resources:</b> Achieve3000, Novels, Language Live!</p> <p><b>Assessments:</b> Achieve3000 LevelSet, Scholastic Reading Inventory</p>

11	<p>ELA Priority standards vary by building based on student needs.</p> <p><i>*Schools may have additional priority standards based on student need.</i></p>	<p>ELA <b>Setting:</b> Large Group <b>Resources:</b> Language of Literature; Various Novels, supplemental materials based on building <b>Assessments:</b> District Reading and Writing Assessments (Units 1-4) Scholastic Reading Inventory (SRI), additional building determined CFA's, ACT</p>	ELA None	<p><b>Setting:</b> English Skills 3 (11<sup>th</sup>)</p> <p><b>Resources:</b> Language Live!</p> <p><b>Assessments</b> ELA NONE</p>
12	<p>ELA Priority standards vary by building based on student needs.</p>	<p>ELA <b>Setting:</b> Large Group <b>Resources: Various</b> resources based on course; supplemental materials based on building <b>Assessments:</b> District Reading and Writing Assessments (Units 1-4) Scholastic Reading Inventory (SRI), additional building determined CFA's</p>	ELA None	<p>ELA <b>Setting:</b> English Elective (12<sup>th</sup>)</p> <p><b>Resources:</b></p> <p><b>Assessments:</b></p>

Definitions:

Math Tier One: Core should include: Academic language (vocabulary) instruction in whole numbers, fractions, ratios, proportions, and word problems. Assessments: universal screenings to see who may be at risk and monitor progress on grade level -differentiated instruction based on results; benchmarking suggested at least 3 times per year.

Math Tier Two: Provide intensive, explicit, systematic instruction in small groups to students who score below the benchmark on universal screening. Typically, these groups meet between three and five times a week for 20–40 minutes Should be extremely focused on explicit instruction of foundational skills such as models of proficient problem solving, verbalization of thought process, guided practice, corrective feedback, and calmative review

Assessment: progress monitor at least monthly to determine progress and need

Math Tier Three: Provide intensive instruction daily that promotes the development of various components of math proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (increase frequency or intensity from tier 2)

Assessment: progress monitor weekly

Math

Goal:

Grade:	Priority Standards	Tier One (Universals/Core)	Tier Two (Intervention)	Tier Three (Remediation)
K	<p>Math</p> <ol style="list-style-type: none"> <li>1. Use numbers, including written numerals, to represent quantities and to solve</li> <li>2. Choose and apply effective strategies for answering quantitative questions.</li> <li>3. Describe the physical world using geometric ideas and vocabulary.</li> </ol>	<p>Math</p> <p><b>Setting:</b> Classroom (Large group)</p> <p><b>Resources: Investigations</b> 3, supplemental materials based on building</p> <p><b>Assessment:</b> District/Teacher created</p>	<p>Math</p> <p><b>Setting:</b> Small Group/ RTI (content focus is building dependent)</p> <p><b>Resources:</b> Investigation activities; Teacher created resources and activities</p> <p><b>Assessments: teacher</b> created assessments</p>	<p>Math</p> <p><b>Setting:</b> Individual/Small Group</p> <p><b>Resources:</b> FocusMath; Early Numeracy, Math Skills Builder, teacher created resources and activities</p> <p><b>Assessments:</b> Fastbridge, teacher created</p>

	<i>*Schools may have additional priority standards based on student need.</i>			assessments, FocusMath unit test, Early Numeracy unit test, Math Skills Builder unit test, Math Skills Checklist
1		<p>Math</p> <p><b>Setting:</b> Classroom (Large group)</p> <p><b>Resources: Investigations</b> 3, supplemental materials based on building</p> <p><b>Assessments:</b> District/Teacher Created</p>	<p>Math</p> <p><b>Setting:</b> Small Group/ RTI (content focus is building dependent)</p> <p><b>Resources:</b> Investigation activities; Teacher created resources and activities</p> <p><b>Assessments:</b> Progress Monitoring- District/teacher created</p>	<p>Math</p> <p><b>Setting:</b> Individual/Small Group</p> <p><b>Resources:</b> FocusMath; Early Numeracy, Math Skills Builder, teacher created resources and activities</p> <p><b>Assessments:</b> Fastbridge, teacher created assessments, FocusMath unit test, Early Numeracy unit test, Math Skills Builder unit test, Math Skills Checklist</p>
2	<p>Math*</p> <p>1. Extending understanding of base-ten notation.</p> <p>2. Building fluency with addition and subtraction.</p> <p>3. Using standard units of measure.</p> <p>4. Describing and analyzing shapes.</p>	<p>Math</p> <p><b>Setting:</b> Classroom (Large group)</p> <p><b>Resources: Investigations</b> 3, supplemental materials based on building</p> <p><b>Assessments:</b> Universal Screenings- Evaluate</p>	<p>Math</p> <p><b>Setting:</b> Small Group/ RTI (content focus is building dependent)</p> <p><b>Resources:</b> Investigation activities; Teacher created resources and activities</p> <p><b>Assessments:</b> Progress Monitoring- Evaluate</p>	<p>Math</p> <p><b>Setting:</b> Individual/Small Group</p> <p><b>Resources:</b> FocusMath; Early Numeracy, Math Skills Builder, teacher created resources and activities</p> <p><b>Assessments:</b> Fastbridge, teacher created</p>

	<i>*Schools may have additional priority standards based on student need.</i>			assessments, FocusMath unit test, Early Numeracy unit test, Math Skills Builder unit test, Math Skills Checklist
3	<p>Math*</p> <ol style="list-style-type: none"> <li>1. Developing understanding of multiplication and division and strategies for multiplication and division within 100.</li> <li>2. Developing understanding of fractions, especially unit fractions.</li> <li>3. Developing understanding of the structure of rectangular arrays and of area.</li> <li>4. Describing and analyzing two-dimensional shapes.</li> </ol> <p><i>*Schools may have additional priority standards based on student need.</i></p>	<p>Math</p> <p><b>Setting:</b> Classroom (Large group)</p> <p><b>Resources:</b> Investigations 3, supplemental materials based on building; Redbird (RTI)</p> <p><b>Assessments:</b> Universal Screenings- Evaluate</p>	<p>Math</p> <p><b>Setting:</b> Small Group/ RTI (content focus is building dependent)</p> <p><b>Resources:</b> Investigation activities; Teacher created resources and activities; Redbird</p> <p><b>Assessments:</b> Progress Monitoring- Evaluate</p>	<p>Math</p> <p><b>Setting:</b> Individual/Small Group</p> <p><b>Resources:</b> FocusMath; Early Numeracy, Math Skills Builder, teacher created resources and activities</p> <p><b>Assessments:</b> Fastbridge, teacher created assessments, FocusMath unit test, Early Numeracy unit test, Math Skills Builder unit test, Math Skills Checklist</p>
4	<p>Math*</p> <ol style="list-style-type: none"> <li>1. Developing understanding and fluency with multi-digit multiplication and developing understanding</li> </ol>	<p>Math</p> <p><b>Setting:</b> Classroom (Large group)</p> <p><b>Resources:</b> Investigations 3, supplemental materials</p>	<p>Math</p> <p><b>Setting:</b> Small Group/ RTI (content focus is building dependent)</p>	<p>Math</p> <p><b>Setting:</b> Individual/Small Group</p> <p><b>Resources:</b> FocusMath; Early Numeracy, Math</p>

	<p>of dividing to find quotients involving multi-digit dividends.</p> <p>2. Developing an understanding of fraction equivalence, addition, and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers.</p> <p>3. Understand that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.</p> <p>4. Solve problems involving measurement and conversion of measurements from a larger to a smaller unit.</p> <p><i>*Schools may have additional priority standards based on student need.</i></p>	<p>based on building, Redbird (RTI)</p> <p><b>Assessments:</b> Universal Screenings- Evaluate</p>	<p><b>Resources:</b> Investigation activities; Teacher created resources and activities; Redbird</p> <p><b>Assessments:</b> Progress Monitoring- Evaluate</p>	<p>Skills Builder, teacher created resources and activities</p> <p><b>Assessments:</b> Fastbridge, teacher created assessments, FocusMath unit test, Early Numeracy unit test, Math Skills Builder unit test, Math Skills Checklist</p>
5	<p>Math*</p> <p>1. Developing fluency with addition and subtraction of fractions and developing understanding</p>	<p>Math</p> <p><b>Setting:</b> Classroom (Large group)</p>	<p>Math</p> <p><b>Setting:</b> Small Group/ RTI (content focus is building dependent)</p>	<p>Math</p> <p><b>Setting:</b> Individual/Small Group</p>



	<p>of the multiplication of fractions and of division of fractions in limited cases.  2. Extending division to 2-digit divisors, integrating decimal fractions into the place value system, and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations.  3. Developing understanding of volume.</p> <p><i>*Schools may have additional priority standards based on student need.</i></p>	<p><b>Resources:</b> Investigations 3, supplemental materials based on building; Redbird (RTI)</p> <p><b>Assessments:</b> Evaluate</p>	<p><b>Resources:</b> Investigation activities; Teacher created resources and activities; Redbird</p> <p><b>Assessments:</b> Evaluate</p>	<p><b>Resources:</b> FocusMath; Early Numeracy, Math Skills Builder, teacher created resources and activities</p> <p><b>Assessments:</b> Fastbridge, teacher created assessments, FocusMath unit test, Early Numeracy unit test, Math Skills Builder unit test, Math Skills Checklist</p>
6	<p>Math*</p> <p>(1) Connect ratio and rate to whole number multiplication and division and use concepts of ratio and rate to solve problems.  (2) Complete understanding of division of fractions and extend the notion of number to the system of rational numbers, which includes negative numbers.</p>	<p>MATH</p> <p><b>Setting:</b> Large group</p> <p><b>Resources:</b> Provide instruction in Number, Data, and Space including rich vocabulary using Glencoe Math Course 1</p> <p><b>Assessments:</b> Universal Screenings, Common Assessments; Unit Assessments.</p>	<p>MATH</p> <p><b>Setting:</b> Small Group</p> <p><b>Resources:</b> ALEKS</p> <p><b>Assessments:</b> Progress Monitoring using embedded ALEKS</p>	<p>MATH</p> <p><b>Setting:</b> Individual</p> <p><b>Resources:</b> ALEKS</p> <p><b>Assessments:</b> Progress Monitoring using full ALEKS</p>

	<p>(3) Write, interpret, and use expressions and equations.</p> <p>(4) Develop an understanding of statistical thinking.</p> <p><i>*Schools may have additional priority standards based on student need.</i></p>			
7	<p>MATH</p> <p>(1) Develop an understanding of proportional reasoning and apply proportional relationships.</p> <p>(2) Develop an understanding of operations with rational numbers and work with expressions and linear equations.</p> <p>(3) Solve problems involving scale drawings and informal geometric constructions, and work with 2D and 3D shapes to solve problems involving area, surface area, and volume.</p> <p>(4) Draw inferences about populations based on samples.</p>	<p><b>Setting:</b> Large group</p> <p><b>Resources:</b> Provide instruction in Number, Data, and Space including rich vocabulary using Glencoe Math Course 2</p> <p><b>Assessments:</b> Universal Screenings, Common Assessments; Unit Assessments.</p> <p><i>*Additional Challenging Experiences are offered through Accelerated 7th Grade Mathematics</i></p>	<p>MATH</p> <p><b>Setting:</b> Small Group</p> <p><b>Resources:</b> ALEKS</p> <p><b>Assessments:</b> Progress Monitoring using embedded ALEKS</p>	<p>MATH</p> <p><b>Setting:</b> Individual</p> <p><b>Resources:</b> ALEKS</p> <p><b>Assessments:</b> Progress Monitoring using full ALEKS</p>

	<i>*Schools may have additional priority standards based on student need.</i>			
8	<p>Math*</p> <p>(1) Formulate and reason about expressions and equations, including modeling an association in bivariate data with a linear equation, solving linear equations, and solving systems of linear equation.</p> <p>(2) Grasp the concept of a function and use functions to describe quantitative relationships.</p> <p>(3) Analyze 2D- and 3D-space and figures using distance, angle, similarity, and congruence, and apply and understand the Pythagorean Theorem.</p> <p><i>*Schools may have additional priority standards based on student need.</i></p>	<p>MATH</p> <p><b>Setting:</b> Large group</p> <p><b>Resources:</b> Provide instruction in Number, Data, and Space including rich vocabulary using Glencoe Math Course 3</p> <p><b>Assessments:</b> Universal Screenings, Common Assessments; Unit Assessments.</p> <p><i>*Additional Challenging Experiences are offered through Algebra 1 for 8th graders.</i></p>	<p>MATH</p> <p><b>Setting:</b> Small Group</p> <p><b>Resources:</b> ALEKS</p> <p><b>Assessments:</b> Progress Monitoring using embedded ALEKS</p>	<p>MATH</p> <p><b>Setting:</b> Individual</p> <p><b>Resources:</b> ALEKS</p> <p><b>Assessments:</b> Progress Monitoring using full ALEKS</p>
9	<p>Math*</p> <p>1.Relationships Between Quantities</p>	<p>MATH</p> <p><b>Setting:</b> Large group</p>	<p>Math</p> <p><b>Setting:</b> Small Group</p>	<p>Math</p> <p><b>Setting:</b> Individual</p>

	<p>and Reasoning with Equations  2.Linear and Exponential Relationships  3.Descriptive Statistics  4.Expressions and Equations  5.Quadratic Functions and Modeling</p> <p><i>*Schools may have additional priority standards based on student need.</i></p>	<p><b>Resources:</b> Provide instruction in Number, Data, and Space including rich vocabulary using Glencoe Algebra 1</p> <p><b>Assessments:</b> Universal Screenings; Common Assessments; Units Assessments</p>	<p><b>Resources:</b> Provide intensive, explicit, systematic instruction possibly support with Algebra Math Lab</p> <p><b>Assessments:</b> Monitoring monthly Progress using embedded ALEKS</p>	<p><b>Resources: Provide</b> intensive instruction daily possible move to Foundations of Algebra course</p> <p><b>Assessments:</b> Progress Monitoring weekly using full ALEKS</p>
10	<p>Math*</p> <p>1.Congruence, Proof, and Constructions  2.Similarity, Proof, and Trigonometry  3.Extending to Three Dimensions  4.Connecting Algebra and Geometry through Coordinates  5.Circles With and Without Coordinates  6.Applications of Probability</p> <p><i>*Schools may have additional priority standards based on student need.</i></p>	<p>Math</p> <p><b>Setting:</b> Large group*</p> <p><b>Resources:</b> Provide instruction in Number, Data, and Space including rich vocabulary using Glencoe Geometry</p> <p><b>Assessments:</b> Universal Screenings; Common Assessments; Units Assessments</p> <p><i>*Additional Challenging Experiences are offered through Honors Geometry and Honors Algebra 2</i></p>	<p>MATH</p> <p><b>Setting:</b> Small Group</p> <p><b>Resources:</b> Provide intensive, explicit, systematic instruction with ALEKS</p> <p><b>Assessments:</b> Monitoring monthly Progress with embedded ALEKS</p>	<p>Math</p> <p><b>Setting:</b> Individual</p> <p><b>Resources: Provide</b> intensive instruction daily using ALEKS</p> <p><b>Assessments:</b> Progress Monitoring weekly with full ALEKS</p>

<p>11</p>	<p>Math*</p> <p>1. Polynomial, Rational, and Radical Relationships 2. Trigonometric Functions 3. Modeling with Functions 4. Inferences and Conclusions from Data</p> <p><i>*Schools may have additional priority standards based on student need.</i></p>	<p>Math</p> <p><b>Setting:</b> Large group*</p> <p><b>Resources:</b> Provide instruction in Number, Data, and Space including rich vocabulary using Glencoe Algebra 2</p> <p><b>Assessments:</b> Universal Screenings; Common Assessments; Unit Assessments</p> <p><i>*Additional Challenging Experiences are offered through Honors Precalculus, AP Stats, and AP Calculus</i></p>	<p>MATH</p> <p><b>Setting:</b> Small Group</p> <p><b>Resources:</b> Provide intensive, explicit, systematic instruction using ALEKS</p> <p><b>Assessments:</b> Monitoring monthly Progress using embedded ALEKS</p>	<p>Math</p> <p><b>Setting:</b> Individual</p> <p><b>Resources: Provide</b> intensive instruction daily using ALEKS</p> <p><b>Assessments:</b> Progress Monitoring weekly using full ALEKS</p>
<p>12</p>	<p>Math*</p> <p>1. Polynomial, Rational, and Radical Relationships 2. Trigonometric Functions 3. Modeling with Functions 4. Inferences and Conclusions from Data</p> <p><i>*Schools may have additional priority standards based on student need.</i></p>	<p>Math</p> <p><b>Setting:</b> Large group*</p> <p><b>Resources:</b> Provide instruction in Number, Data, and Space including rich vocabulary in Pearson Intermediate Algebra</p> <p><b>Assessments:</b> Universal Screenings; Common Assessments; Unit Assessments</p> <p><i>*Additional Challenging Experiences are offered</i></p>	<p>MATH</p> <p><b>Setting:</b> Small Group</p> <p><b>Resources:</b> Provide intensive, explicit, systematic instruction using Modified College Prep Algebra resources</p> <p><b>Assessments:</b> Monitoring monthly Progress using MyMathLab</p>	<p>Math</p> <p><b>Setting:</b> Individual</p> <p><b>Resources: Provide</b> intensive instruction daily using Modified College Prep Algebra resources</p> <p><b>Assessments:</b> Progress Monitoring weekly using MyMathLab</p>

		<i>through Honors Precalculus, AP Stats, and AP Calculus</i>		
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Definitions:

Social Emotional Tier One: Core should include four elements: Sequenced: connected and coordinated activities to foster skills development; Active: active forms of learning to help students master new skills and attitudes; Focused: component that emphasizes developing personal and social skills; Explicit: targeting specific social and emotional skills. Assessments: universal screenings to see who may be at risk and monitor progress-differentiated instruction based on results; benchmarking suggested at least 3 times per year.

Social Emotional Tier Two: Provide intensive, explicit, systematic instruction in small groups to students who score below the benchmark on universal screening. Typically, these groups meet between three and five times a week for 20–40 minutes Should be extremely focused on explicit instruction of foundational social skills

Assessment: progress monitor at least monthly to determine progress and need

Social Emotional Tier Three: Provide intensive instruction daily that promotes the development of various components of social skills competencies to students who show minimal progress after reasonable time in tier 2 small group instruction (increase frequency or intensity from tier 2)

Assessment: progress monitor weekly

Social Emotional:

Goal:

Grade:	Priority Standards (could come from CASEL or MLS Counseling)	Tier One (Universals/Core)	Tier Two (Intervention)	Tier Three (Remediation)
K	Self-awareness Self-management Social awareness	<b>Setting:</b> Classroom and building wide meetings,	<b>Setting:</b> counselor/social worker small group space	<b>Setting:</b> counselor/social worker small group space, refocus room, Community

	<p>Relationship skills Responsible decision-making</p>	<p>counselor/social worker/teacher office</p> <p><b>Resources:</b> MO Comprehensive Guidance Lessons Tier 1 PBIS Lessons Second Steps Restorative Practices Additional building specific resources (Zones of Regulation, Leader in Me, Mindfulness, Skill Streaming) Counselor/Social Worker</p> <p><b>Assessments:</b> Second Steps pre/post, Aimsweb BASC (Based on building)</p>	<p><b>Resources:</b> Skills Streaming Specific targeted group resources (for example: Banana Split, Annie’s Hope, Kids in the Middle, Anger Aggression Training, etc.) Restorative Practices</p> <p><b>Assessments **</b> check -in/check-out data Tier 2-3 Tracking Tool Intervention Integrity Checks AimsWeb BASC (Based on building)</p> <p>** Care team process initiated, and behavior plan written</p>	<p>resource (For example: Foster and Adoptive Care Coalition, Alive and Well, Lutheran Family Services, Youth In Need, etc.) office, Intervention and Support Classrooms (additional classrooms to be implemented in all buildings during the 2022-2023 school year)</p> <p><b>Resources</b> Tier II resources - more intensive Functional Behavior Assessments (as identified by building) SSD Referrals Outside Agency Referrals and resources (For example: Foster and Adoptive Care Coalition, Alive and Well, Lutheran Family Services, Youth In Need, etc.) Restorative Mediation Refocus Room</p> <p><b>Assessments</b> Functional Behavior Assessment (FBA) - Positive Behavior</p>
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				<p>Intervention Plan to follow</p> <p>Daily Progress Reports</p> <p>Tier 2-3 Tracking Tool</p> <p>AimsWeb BASC (Based on building)</p> <p>SSD assessment reports</p> <p>Outside resource referral information (psychological reports)</p>
1	<p>Self-awareness</p> <p>Self-management</p> <p>Social awareness</p> <p>Relationship skills</p> <p>Responsible decision-making</p>	<p><b>Setting:</b> Classroom and building wide meetings, counselor/social worker/teacher office</p> <p><b>Resources:</b></p> <p>MO Comprehensive Guidance Lessons</p> <p>Tier 1 PBIS Lessons</p> <p>Second Steps</p> <p>Restorative Practices</p> <p>Additional building specific resources (Zones of Regulation, Leader in Me, Mindfulness, Skill Streaming)</p> <p>Counselor/Social Worker</p> <p><b>Assessments:</b> Second Steps pre/post, Aimsweb BASC (Based on building)</p>	<p><b>Setting:</b> counselor/social worker small group space</p> <p><b>Resources:</b></p> <p>Skills Streaming</p> <p>Specific targeted group resources (for example: Banana Split, Annie’s Hope, Kids in the Middle, Anger Aggression Training, etc.)</p> <p>Restorative Practices</p> <p><b>Assessments **</b></p> <p>check -in/check-out data</p> <p>Tier 2-3 Tracking Tool</p> <p>Intervention Integrity Checks</p> <p>AimsWeb BASC (Based on building)</p> <p>** Care team process initiated, and behavior plan written</p>	<p><b>Setting:</b> counselor/social worker small group space, refocus room, Community resource (For example: Foster and Adoptive Care Coalition, Alive and Well, Lutheran Family Services, Youth In Need, etc.) office, Intervention and Support Classrooms (additional classrooms to be implemented in all buildings during the 2022-2023 school year)</p> <p><b>Resources</b></p> <p>Tier II resources - more intensive</p> <p>Functional Behavior Assessments (as identified by building)</p> <p>SSD Referrals</p> <p>Outside Agency Referrals and resources (For</p>



				<p>example: Foster and Adoptive Care Coalition, Alive and Well, Lutheran Family Services, Youth In Need, etc.)  Restorative Mediation  Refocus Room</p> <p><b>Assessments</b>  Functional Behavior Assessment (FBA) -  Positive Behavior Intervention Plan to follow  Daily Progress Reports  Tier 2-3 Tracking Tool  AimsWeb BASC (Based on building)  SSD assessment reports  Outside resource referral information  (psychological reports)</p>
2	Self-awareness Self-management Social awareness Relationship skills Responsible decision-making	<p><b>Setting:</b> Classroom and building wide meetings, counselor/social worker/teacher office</p> <p><b>Resources:</b>  MO Comprehensive Guidance Lessons  Tier 1 PBIS Lessons  Second Steps  Restorative Practices</p>	<p><b>Setting:</b> counselor/social worker small group space</p> <p><b>Resources:</b>  Skills Streaming  Specific targeted group resources (for example: Banana Split, Annie’s Hope, Kids in the Middle, Anger Aggression Training, etc.)  Restorative Practices</p>	<p><b>Setting:</b> counselor/social worker small group space, refocus room, Community resource (For example: Foster and Adoptive Care Coalition, Alive and Well, Lutheran Family Services, Youth In Need, etc.) office, Intervention and Support Classrooms (additional classrooms to be implemented in all</p>

		<p>Additional building specific resources (Zones of Regulation, Leader in Me, Mindfulness, Skill Streaming) Counselor/Social Worker</p> <p><b>Assessments:</b> Second Steps pre/post, Aimsweb BASC (Based on building)</p>	<p><b>Assessments **</b> check -in/check-out data Tier 2-3 Tracking Tool Intervention Integrity Checks AimsWeb BASC (Based on building)</p> <p>** Care team process initiated, and behavior plan written</p>	<p>buildings during the 2022-2023 school year)</p> <p><b>Resources</b> Tier II resources - more intensive Functional Behavior Assessments (as identified by building) SSD Referrals Outside Agency Referrals and resources (For example: Foster and Adoptive Care Coalition, Alive and Well, Lutheran Family Services, Youth In Need, etc.) Restorative Mediation Refocus Room</p> <p><b>Assessments</b> Functional Behavior Assessment (FBA) - Positive Behavior Intervention Plan to follow Daily Progress Reports Tier 2-3 Tracking Tool AimsWeb BASC (Based on building) SSD assessment reports Outside resource referral information (psychological reports)</p>
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3	<p>Self-awareness  Self-management  Social awareness  Relationship skills  Responsible decision-making</p>	<p><b>Setting:</b> Classroom and building wide meetings, counselor/social worker/teacher office</p> <p><b>Resources:</b>  MO Comprehensive Guidance Lessons  Tier 1 PBIS Lessons  Second Steps  Restorative Practices  Additional building specific resources (Zones of Regulation, Leader in Me, Mindfulness, Skill Streaming)  Counselor/Social Worker</p> <p><b>Assessments:</b> Second Steps pre/post, Aimsweb BASC/BESS (Based on building)</p>	<p><b>Setting:</b> counselor/social worker small group space</p> <p><b>Resources:</b>  Skills Streaming  Specific targeted group resources (for example: Banana Split, Annie’s Hope, Kids in the Middle, Anger Aggression Training, etc.)  Restorative Practices</p> <p><b>Assessments **</b>  check -in/check-out data  Tier 2-3 Tracking Tool  Intervention Integrity Checks  AimsWeb BASC/BESS (Based on building)</p> <p>** Care team process initiated, and behavior plan written</p>	<p><b>Setting:</b> counselor/social worker small group space, refocus room, Community resource (For example: Foster and Adoptive Care Coalition, Alive and Well, Lutheran Family Services, Youth In Need, etc.) office, Intervention and Support Classrooms (additional classrooms to be implemented in all buildings during the 2022-2023 school year)</p> <p><b>Resources</b>  Tier II resources - more intensive  Functional Behavior Assessments (as identified by building)  SSD Referrals  Outside Agency Referrals and resources (For example: Foster and Adoptive Care Coalition, Alive and Well, Lutheran Family Services, Youth In Need, etc.)  Restorative Mediation  Refocus Room</p> <p><b>Assessments</b></p>
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				<p>Functional Behavior Assessment (FBA) - Positive Behavior Intervention Plan to follow</p> <p>Daily Progress Reports</p> <p>Tier 2-3 Tracking Tool</p> <p>AimsWeb BASC/BESS (Based on building)</p> <p>SSD assessment reports</p> <p>Outside resource referral information (psychological reports)</p>
4	<p>Self-awareness</p> <p>Self-management</p> <p>Social awareness</p> <p>Relationship skills</p> <p>Responsible decision-making</p>	<p><b>Setting:</b> Classroom and building wide meetings, counselor/social worker/teacher office</p> <p><b>Resources:</b></p> <p>MO Comprehensive Guidance Lessons</p> <p>Tier 1 PBIS Lessons</p> <p>Second Steps</p> <p>Restorative Practices</p> <p>Additional building specific resources (Zones of Regulation, Leader in Me, Mindfulness, Skill Streaming)</p> <p>Counselor/Social Worker</p> <p><b>Assessments:</b> Second Steps pre/post, Aimsweb</p>	<p><b>Setting:</b> counselor/social worker small group space</p> <p><b>Resources:</b></p> <p>Skills Streaming</p> <p>Specific targeted group resources (for example: Banana Split, Annie's Hope, Kids in the Middle, Anger Aggression Training, etc.)</p> <p>Restorative Practices</p> <p><b>Assessments **</b></p> <p>check -in/check-out data</p> <p>Tier 2-3 Tracking Tool</p> <p>Intervention Integrity Checks</p> <p>AimsWeb BASC/BESS (Based on building)</p>	<p><b>Setting:</b> counselor/social worker small group space, refocus room, Community resource (For example: Foster and Adoptive Care Coalition, Alive and Well, Lutheran Family Services, Youth In Need, etc.) office, Intervention and Support Classrooms (additional classrooms to be implemented in all buildings during the 2022-2023 school year)</p> <p><b>Resources</b></p> <p>Tier II resources - more intensive</p> <p>Functional Behavior Assessments (as identified by building)</p>

		BASC/BESS (Based on building)	** Care team process initiated, and behavior plan written	<p>SSD Referrals          Outside Agency Referrals and resources (For example: Foster and Adoptive Care Coalition, Alive and Well, Lutheran Family Services, Youth In Need, etc.)          Restorative Mediation          Refocus Room</p> <p><b>Assessments</b>          Functional Behavior Assessment (FBA) -          Positive Behavior Intervention Plan to follow          Daily Progress Reports          Tier 2-3 Tracking Tool          AimsWeb BASC/BESS (Based on building)          SSD assessment reports          Outside resource referral information          (psychological reports)</p>
5	<p>Self-awareness          Self-management          Social awareness          Relationship skills          Responsible decision-making</p>	<p><b>Setting:</b> Classroom and building wide meetings, counselor/social worker/teacher office</p> <p><b>Resources:</b>          MO Comprehensive Guidance Lessons          Tier 1 PBIS Lessons</p>	<p><b>Setting:</b> counselor/social worker small group space</p> <p><b>Resources:</b>          Skills Streaming          Specific targeted group resources (for example: Banana Split, Annie's Hope, Kids in the Middle,</p>	<p><b>Setting:</b> counselor/social worker small group space, refocus room, Community resource (For example: Foster and Adoptive Care Coalition, Alive and Well, Lutheran Family Services, Youth In Need, etc.)          office, Intervention and</p>

		<p>Second Steps Restorative Practices Additional building specific resources (Zones of Regulation, Leader in Me, Mindfulness, Skill Streaming) Counselor/Social Worker</p> <p><b>Assessments:</b> Second Steps pre/post, Aimsweb BASC/BESS (Based on building)</p>	<p>Anger Aggression Training, etc.) Restorative Practices</p> <p><b>Assessments **</b> check -in/check-out data Tier 2-3 Tracking Tool Intervention Integrity Checks AimsWeb BASC/BESS (Based on building)</p> <p>** Care team process initiated, and behavior plan written</p>	<p>Support Classrooms (additional classrooms to be implemented in all buildings during the 2022-2023 school year)</p> <p><b>Resources</b> Tier II resources - more intensive Functional Behavior Assessments (as identified by building) SSD Referrals Outside Agency Referrals and resources (For example: Foster and Adoptive Care Coalition, Alive and Well, Lutheran Family Services, Youth In Need, etc.) Restorative Mediation Refocus Room</p> <p><b>Assessments</b> Functional Behavior Assessment (FBA) - Positive Behavior Intervention Plan to follow Daily Progress Reports Tier 2-3 Tracking Tool AimsWeb BASC/BESS (Based on building) SSD assessment reports</p>
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				Outside resource referral information (psychological reports)
6	Self-awareness Self-management Social awareness Relationship skills Responsible decision-making	<p><b>Setting:</b> Classroom and building wide meetings, counselor/social worker/teacher office</p> <p><b>Resources:</b> MO Comprehensive Guidance Lessons Tier 1 PBIS Lessons Second Steps Restorative Practices Additional building specific resources (Zones of Regulation, Skill Streaming) Counselor/Social Worker</p> <p><b>Assessments:</b> Aimsweb BASC/BESS (Based on building)</p>	<p><b>Setting:</b> counselor/social worker small group space</p> <p><b>Resources:</b> Skills Streaming Specific targeted group resources (for example: Annie’s Hope, Kids in the Middle, Anger Aggression Training, Healthy Relations, etc.) Restorative Practices</p> <p><b>Assessments **</b> check -in/check-out data Tier 2-3 Tracking Tool Intervention Integrity Checks AimsWeb BASC/BESS (Based on building)</p> <p>** Care team process initiated, and behavior plan written</p>	<p><b>Setting:</b> counselor/social worker small group space, Refocus room, Community resource (For example: Foster and Adoptive Care Coalition, Alive and Well, Lutheran Family Services, Youth In Need, etc.) office, Opportunity Center</p> <p><b>Resources</b> Tier II resources - more intensive Functional Behavior Assessments (as identified by building) SSD Referrals Outside Agency Referrals and resources (For example: Foster and Adoptive Care Coalition, Alive and Well, Lutheran Family Services, Youth In Need, etc.) Restorative Mediation Refocus Room</p> <p><b>Assessments</b> Functional Behavior Assessment (FBA) -</p>

				Positive Behavior Intervention Plan to follow Daily Progress Reports Tier 2-3 Tracking Tool AimsWeb BASC/BESS (Based on building) SSD assessment reports Outside resource referral information (psychological reports)
7	Self-awareness Self-management Social awareness Relationship skills Responsible decision-making	<b>Setting:</b> Classroom and building wide meetings, counselor/social worker/teacher office  <b>Resources:</b> MO Comprehensive Guidance Lessons Tier 1 PBIS Lessons Second Steps Restorative Practices Additional building specific resources (Zones of Regulation, Skill Streaming) Counselor/Social Worker <b>Assessments:</b> Aimsweb BASC/BESS (Based on building)	<b>Setting:</b> counselor/social worker small group space  <b>Resources:</b> Skills Streaming Specific targeted group resources (for example: Annie’s Hope, Kids in the Middle, Anger Aggression Training, Healthy Relations, etc.) Restorative Practices  <b>Assessments **</b> check -in/check-out data Tier 2-3 Tracking Tool Intervention Integrity Checks AimsWeb BASC/BESS (Based on building)	<b>Setting:</b> counselor/social worker small group space, Refocus room, Community resource (For example: Foster and Adoptive Care Coalition, Alive and Well, Lutheran Family Services, Youth In Need, etc.) office, Opportunity Center  <b>Resources</b> Tier II resources - more intensive Functional Behavior Assessments (as identified by building) SSD Referrals Outside Agency Referrals and resources (For example: Foster and Adoptive Care Coalition, Alive and Well, Lutheran



			** Care team process initiated, and behavior plan written	<p>Family Services, Youth In Need, etc.) Restorative Mediation Refocus Room</p> <p><b>Assessments</b> Functional Behavior Assessment (FBA) - Positive Behavior Intervention Plan to follow Daily Progress Reports Tier 2-3 Tracking Tool AimsWeb BASC/BESS (Based on building) SSD assessment reports Outside resource referral information (psychological reports)</p>
8	<p>Self-awareness Self-management Social awareness Relationship skills Responsible decision-making</p>	<p><b>Setting:</b> Classroom and building wide meetings, counselor/social worker/teacher office</p> <p><b>Resources:</b> MO Comprehensive Guidance Lessons Tier 1 PBIS Lessons Second Steps Restorative Practices Additional building specific resources (Zones of Regulation, Skill Streaming) Counselor/Social Worker</p>	<p><b>Setting:</b> counselor/social worker small group space</p> <p><b>Resources:</b> Skills Streaming Specific targeted group resources (for example: Annie's Hope, Kids in the Middle, Anger Aggression Training, Healthy Relations, etc.) Restorative Practices</p> <p><b>Assessments **</b> check -in/check-out data</p>	<p><b>Setting:</b> counselor/social worker small group space, Refocus room, Community resource (For example: Foster and Adoptive Care Coalition, Alive and Well, Lutheran Family Services, Youth In Need, etc.) office, Opportunity Center</p> <p><b>Resources</b> Tier II resources - more intensive</p>

		<p><b>Assessments:</b> Aimsweb BASC/BESS (Based on building)</p>	<p>Tier 2-3 Tracking Tool Intervention Integrity Checks AimsWeb BASC/BESS (Based on building)</p> <p>** Care team process initiated, and behavior plan written</p>	<p>Functional Behavior Assessments (as identified by building) SSD Referrals Outside Agency Referrals and resources (For example: Foster and Adoptive Care Coalition, Alive and Well, Lutheran Family Services, Youth In Need, etc.) Restorative Mediation Refocus Room</p> <p><b>Assessments</b> Functional Behavior Assessment (FBA) - Positive Behavior Intervention Plan to follow Daily Progress Reports Tier 2-3 Tracking Tool AimsWeb BASC/BESS (Based on building) SSD assessment reports Outside resource referral information (psychological reports)</p>
9	<p>Self-awareness Self-management Social awareness Relationship skills Responsible decision-making</p>	<p><b>Setting:</b> Classroom and building wide meetings, counselor/social worker/teacher office</p> <p><b>Resources:</b></p>	<p><b>Setting:</b> counselor/social worker small group space</p> <p><b>Resources:</b> Skills Streaming</p>	<p><b>Setting:</b> counselor/social worker small group space, Refocus room, Community resource (For example: Foster and Adoptive Care Coalition,</p>

		<p>MO Comprehensive Guidance Lessons  Tier 1 PBIS Lessons  Second Steps  Restorative Practices  Additional building specific resources (Zones of Regulation, Skill Streaming)  Counselor/Social Worker  <b>Assessments:</b> Aimsweb  BASC/BESS (Based on building)</p>	<p>Specific targeted group resources (for example: Annie’s Hope, Kids in the Middle, Anger Aggression Training, Healthy Relations, etc.)  Restorative Practices  <b>Assessments **</b>  check -in/check-out data  Tier 2-3 Tracking Tool  Intervention Integrity Checks  AimsWeb BASC/BESS (Based on building)    ** Care team process initiated, and behavior plan written</p>	<p>Alive and Well, Lutheran Family Services, Youth In Need, etc.) office,  Opportunity Center    <b>Resources</b>  Tier II resources - more intensive  Functional Behavior Assessments (as identified by building)  SSD Referrals  Outside Agency Referrals and resources (For example: Foster and Adoptive Care Coalition, Alive and Well, Lutheran Family Services, Youth In Need, etc.)  Restorative Mediation  Refocus Room  Spark    <b>Assessments</b>  Functional Behavior Assessment (FBA) - Positive Behavior Intervention Plan to follow  Daily Progress Reports  Tier 2-3 Tracking Tool  AimsWeb BASC/BESS (Based on building)  SSD assessment reports</p>
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				Outside resource referral information (psychological reports)
10	Self-awareness Self-management Social awareness Relationship skills Responsible decision-making	<p><b>Setting:</b> Classroom and building wide meetings, counselor/social worker/teacher office</p> <p><b>Resources:</b> MO Comprehensive Guidance Lessons Tier 1 PBIS Lessons Second Steps Restorative Practices Additional building specific resources (Zones of Regulation, Skill Streaming) Counselor/Social Worker Assessments: Aimsweb BASC/BESS (Based on building)</p>	<p><b>Setting:</b> counselor/social worker small group space</p> <p><b>Resources:</b> Skills Streaming Specific targeted group resources (for example: Annie’s Hope, Kids in the Middle, Anger Aggression Training, Healthy Relations, etc.) Restorative Practices</p> <p><b>Assessments **</b> check -in/check-out data Tier 2-3 Tracking Tool Intervention Integrity Checks AimsWeb BASC/BESS (Based on building)</p> <p>** Care team process initiated, and behavior plan written</p>	<p><b>Setting:</b> counselor/social worker small group space, Refocus room, Community resource (For example: Foster and Adoptive Care Coalition, Alive and Well, Lutheran Family Services, Youth In Need, etc.) office, Opportunity Center</p> <p><b>Resources</b> Tier II resources - more intensive Functional Behavior Assessments (as identified by building) SSD Referrals Outside Agency Referrals and resources (For example: Foster and Adoptive Care Coalition, Alive and Well, Lutheran Family Services, Youth In Need, etc.) Restorative Mediation Refocus Room Spark</p> <p><b>Assessments</b></p>

				<p>Functional Behavior Assessment (FBA) - Positive Behavior Intervention Plan to follow</p> <p>Daily Progress Reports</p> <p>Tier 2-3 Tracking Tool</p> <p>AimsWeb BASC/BESS (Based on building)</p> <p>SSD assessment reports</p> <p>Outside resource referral information (psychological reports)</p>
11	<p>Self-awareness</p> <p>Self-management</p> <p>Social awareness</p> <p>Relationship skills</p> <p>Responsible decision-making</p>	<p><b>Setting:</b> Classroom and building wide meetings, counselor/social worker/teacher office</p> <p><b>Resources:</b></p> <p>MO Comprehensive Guidance Lessons</p> <p>Tier 1 PBIS Lessons</p> <p>Second Steps</p> <p>Restorative Practices</p> <p>Additional building specific resources (Zones of Regulation, Skill Streaming)</p> <p>Counselor/Social Worker</p> <p><b>Assessments:</b> Aimsweb BASC/BESS (Based on building)</p>	<p><b>Setting:</b> counselor/social worker small group space</p> <p><b>Resources:</b></p> <p>Skills Streaming</p> <p>Specific targeted group resources (for example: Annie’s Hope, Kids in the Middle, Anger Aggression Training, Healthy Relations, etc.)</p> <p>Restorative Practices</p> <p><b>Assessments **</b></p> <p>check -in/check-out data</p> <p>Tier 2-3 Tracking Tool</p> <p>Intervention Integrity Checks</p> <p>AimsWeb BASC/BESS (Based on building)</p>	<p><b>Setting:</b> counselor/social worker small group space, Refocus room, Community resource (For example: Foster and Adoptive Care Coalition, Alive and Well, Lutheran Family Services, Youth In Need, etc.) office, Opportunity Center</p> <p><b>Resources</b></p> <p>Tier II resources - more intensive</p> <p>Functional Behavior Assessments (as identified by building)</p> <p>SSD Referrals</p> <p>Outside Agency Referrals and resources (For example: Foster and</p>

			<p>** Care team process initiated, and behavior plan written</p>	<p>Adoptive Care Coalition, Alive and Well, Lutheran Family Services, Youth In Need, etc.)  Restorative Mediation  Refocus Room  Spark</p> <p><b>Assessments</b>  Functional Behavior Assessment (FBA) -  Positive Behavior Intervention Plan to follow  Daily Progress Reports  Tier 2-3 Tracking Tool  AimsWeb BASC/BESS (Based on building)  SSD assessment reports  Outside resource referral information (psychological reports)</p>
12	<p>Self-awareness  Self-management  Social awareness  Relationship skills  Responsible decision-making</p>	<p><b>Setting:</b> Classroom and building wide meetings, counselor/social worker/teacher office</p> <p><b>Resources:</b>  MO Comprehensive Guidance Lessons  Tier 1 PBIS Lessons  Second Steps  Restorative Practices</p>	<p><b>Setting:</b> counselor/social worker small group space</p> <p><b>Resources:</b>  Skills Streaming  Specific targeted group resources (for example: Annie’s Hope, Kids in the Middle, Anger Aggression Training, Healthy Relations, etc.)  Restorative Practices</p>	<p><b>Setting:</b> counselor/social worker small group space, Refocus room, Community resource (For example: Foster and Adoptive Care Coalition, Alive and Well, Lutheran Family Services, Youth In Need, etc.) office, Opportunity Center</p> <p><b>Resources</b></p>

		<p>Additional building specific resources (Zones of Regulation, Skill Streaming) Counselor/Social Worker</p> <p><b>Assessments:</b> Aimsweb BASC/BESS (Based on building)</p>	<p><b>Assessments **</b>  check -in/check-out data  Tier 2-3 Tracking Tool  Intervention Integrity Checks  AimsWeb BASC/BESS (Based on building)</p> <p>** Care team process initiated, and behavior plan written</p>	<p>Tier II resources - more intensive  Functional Behavior Assessments (as identified by building)  SSD Referrals  Outside Agency Referrals and resources (For example: Foster and Adoptive Care Coalition, Alive and Well, Lutheran Family Services, Youth In Need, etc.)  Restorative Mediation  Refocus Room  Spark</p> <p><b>Assessments</b>  Functional Behavior Assessment (FBA) - Positive Behavior Intervention Plan to follow  Daily Progress Reports  Tier 2-3 Tracking Tool  AimsWeb BASC/BESS (Based on building)  SSD assessment reports  Outside resource referral information  (psychological reports)</p>
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